



## Charter Petition Special Education Sufficiency Review Checklist

This is a checklist of Special Education services or items to consider when creating a public charter school. This checklist is a guide, provided by Idaho's Student Achievement and School Improvement Department. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, as required by the Individual with Disabilities Education Act.

- ☐ **Manual;** Plan to adopt Idaho Special Education Manual from State Dept. of Ed
- ☐ **Physical facilities;** ensure that facilities are appropriately accessible to permit access by students with disabilities
- ☐ **Teacher;** Plan to hire Special Ed Teacher/Coordinator
- ☐ **Provide Continuum of Services;** the continuum of setting includes gen ed classes, special classes, etc. making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs.
- ☐ **Related Services:** Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc.
- ☐ **Supplementary Aids, Services:** transportation for those students who's IEP requires it; even if others are not transported, extended school year, assistive technology, paraprofessional, etc.
- ☐ **Related Services:** Positive Behavioral Intervention, Adaptive Technology, Extended School Year
- ☐ **Determine eligibility:** Determining student eligibility under IDEA; an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum.
- ☐ **LRE:** IDEA requires students with disabilities be educated with students who are nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such as general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.
- ☐ **Research Based Curriculum;** Use of supplemental and replacement for students with disabilities, requires curriculum that s scientifically research based curriculum due to the increased accountability.
- ☐ **Discipline of student under IDEA;** following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others
- ☐ **Discipline of student under IDEA:** When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS)

- **Contractual arrangements:** IEP team determines that the student's academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress.
- **Child Find:** (RTI or Intervention) provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring.
- **Child Find:** website, applications, etc. publicize that your charter is a public school and therefore provides a free and appropriate education to students with disabilities
- **Confidentiality;** protect student and parent rights; protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

The information provided in compliance with Idaho Department of Education Charter School Verification. Division of School Achievement & School Improvement